

AN UNDERGRADUATE THESIS

A STUDY OF LEXICAL COHESION PERFORMANCE
IN NARRATIVE TEXT READING AMONG THE STUDENTS'
OF THE STATE COLLEGE OF ISLAMIC STUDIES
JURAI SIWO METRO

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English Education Study Program



THE STATE COLLEGE OF ISLAMIC STUDIES (STAIN)
JURAI SIWO METRO
1436 H / 2015

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In English Education Study Program

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COLLEGE OF ISLAMIC STUDIES JURAI SIWO METRO**

ABSTRACT

By :

CHOIRUL IHSAN FEBRIANTO

Everyone who learns about a language always made an error. The error occurring in the process of learning a foreign language should be considered as natural process. on the other hand, analyzing the students' performance, the teacher not only can detect the students' difficulties in learning the target language, but also can determine the effectiveness of certain method in teaching.

The objective of the study was aims to understand what extend the students understand about lexical cohesion and analyze what types of lexical cohesion that the students thought difficult. This approach of this research is case study. The data collection method applied was observation and documentation. The writer analyzed 15 students' worksheet.

The finding of the research showed that most of the student have very low understanding about Synonym, Hyponym, Meronym, Equivalence, Semblance and Collocation. The students performance the nine types of lexical cohesion, repetition were 100%, synonymy were 33%, antonymy were 67%, hyponymy were 6.7%, meronymy were 6.7%, equivalence were 6.7%, naming were 73%, semblance and collocation were 0%. Hence, the students can not be said that they have a good skill in analyzing lexical cohesion because most of the student have low understanding about it.

**PENELITIAN TENTANG PERFORMA LEXICAL COHESION
DISEBUAH NARRATIVE TEKS PADA MAHASISWA
PENDIDIKAN BAHASA INGGRIS STAIN JURAI SIWO METRO**

ABSTRAK

Oleh :

CHOIRUL IHSAN FEBRIANTO

Setiap orang yang belajar sebuah bahasa pasti selalu membuat sebuah kesalahan. Kesalahan yang terjadi dalam proses pembelajaran sebuah bahasa asing dianggap proses salami. Disisi lain, dalam menganalisis kesalahan siswa, guru tidak hanya bisa mendeteksi kesulitan siswa dalam belajar bahasa yang diinginkan dicapai, tetapi juga dapat menentukan efektivitas metode tertentu dalam mengajar.

Tujuan penelitian ini adalah untuk memahami sejauh mana mahasiswa memahami tentang lexical cohesion dan menganalisis tipe-tipe apa saja pada lexical cohesion yang dianggap sulit. Pendekatan penelitian ini adalah studi kasus. Metode pengumpulan data yang digunakan ialah observasi dan dokumentasi. Pada penelitian ini, peneliti menganalisis 15 lembar kerja mahasiswa.

Hasil penelitian menunjukkan bahwa kebanyakan dari mahasiswa mempunyai pemahaman yang minim pada Synonym, Hyponym, Meronym, Equivalence, Semblance and Collocation. Performa mahasiswa dalam menganalisis tipe-tipe pada lexical cohesion adalah, Repetition 100%, Synonymy 33%, Antonymy 67%, Hyponymy 6.7%, Meronymy 6.7%, Equivalence 6.7%, Naming 73% serta Semblance dan Collocation 0%. Sebab itu, para mahasiswa tidak dapat dikatakan mempunyai keahlian yang bagus dalam menganalisis lexical cohesion, karena kebanyakan dari mereka mempunyai pemahaman yang minim tentang hal tersebut.

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Menyatakan bahwa Skripsi ini secara keseluruhan adalah hasil asli penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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MOTTOS

مُسْلِمٍ كُلٌّ عَلَى فَرِيضَةٍ الْعِلْمِ طَلَبُ

“Seeking the knowledge is an obligation upon every Muslim.”

(HR. Ibnu Abdil Barr)

Learn from Yesterday, Act for today, and Pray for
Tomorrow

(By Writer)

DEDICATION PAGE

The lord of anything in the world : Allah SWT

My prophet Muhammad SAW

My beloved Family, Lectures, and Friends

And also my Almamater

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Glory is to Allah SWT, the Most Gracious and the Most Merciful, who always give all what we need and has taught human beings of what they do not know before. Allah has given his gift to the writer so that I could accomplish this undergraduate thesis. My peace will not stop to be upon our idol, the one perfect human, Prophet Muhammad SAW.

This undergraduate thesis entitle “A Study of Lexical Cohesion Performance In Narrative Text Reading Among The Students’ of The State College of Islamic Studies Jurai Siwo Metro”. regarding to the undergraduate thesis, the writer could not stay alone, there were many person who contribute their meaningful hands in accomplishing this undergraduate thesis that the writer could not mention one by one. The writer thanks also goes to Mr. Dr. Mahrus As’ad, M,Ag and Mrs. Syahreni Siregar, M.Hum, may Allah SWT give better reward for their spending time to support and guide during the undergraduate thesis writing process.

In line with those meaningful people, the writer also would like to say thanks to the honorable lectures in English Education Study Program, who always give knowledge for the writer. To all of the writer classmate in Awesome class of 2011 of English Study Program who frequently give support in every steps, the writer will not forget them.

As human being, the writer completely realize this undergraduate thesis still richly need many correction. The writer do apologize for all of the mistakes that I have made in this undergraduate thesis. All constructive comment and suggestion are

extremely welcomed to lighten up the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the writer, reader and especially for our campus.

Metro, July 2015
The Writer

Choirul Ihsan Febrianto
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CHAPTER I

INTRODUCTION

A. Background of The Study

In the context of English language teaching as a foreign language taught in Indonesia, the teaching and learning especially reading is one of particular importance. This is because reading is one of four basic skills in English subject that should be taught in Indonesian school. This skill really needed to increase the quality of English performance for the students.

Moreover, for the students of the State College of Islamic studies Jurai Siwo Metro at English education study program, particularly reading skill, is generally assumed to be the most essential for a successful study. This is because the students are expected to be able to read English text thoroughly and know the meaning correctly.

In fact, helping students to be able to read thoroughly is not easy and it needs some effective efforts. This is because the students need more vocabularies. This is the fundamental problem that made a serious effect of it. Most of the students thought that they have a lot of vocabulary, but in fact they feel difficult to read some text. In this problem the students need to know that the different context within the text, the meaning is also different.

The second problem was many vocabularies that are not familiar with them. When the students feel difficult to read, it also that they feel difficult

to find the meaning. Commonly, the students often find the problem like this in a text that consist of kinds of lexical cohesion.

Moreover, lexical cohesion is the most advanced cohesive means and thus the most difficult one to grasp. It is one of materials in discourse analysis that is taught in the sixth semester. From the result of previous-research, the writer find there are students have many mistakes in identify the lexical cohesion. It means that the students has a difficulties in understanding about lexical cohesion.

The previous research is about An Error Analysis on Identification of Lexical Cohesion Among the Students' English Study Program of STAIN Jurai Siwo Metro Academic Year 2012/2013. This research is conducted by Pipit Sapitri from the State College of Islamic studies Jurai Siwo Metro. The result of the previous research is the researcher find the errors identification of lexical cohesion were about, synonymy, antonymy, meronymy and hyponymy. The students' error on identification synonymy were 41,6%, Antonymy were 4,2%, Meronymy were 33,3% and 20,9% in hyponym.

From the previous study the writer conclude that most of the students are need learn more about lexical cohesion. Therefore, the writer is interested in conducting the research with same topic. Yet it would be conducted in different object. In addition, the writer would figure out the students' performance on analyzing lexical cohesion by using narrative text.

B. Focus of the Study

In this research, the writer tries to analyze the lexical cohesion performance by using narrative text among the students' English education study program of the state college of Islamic Studies Jurai Siwo Metro. In line with the explanation above, the writer focuses to research : "How is the students' performance in analyzing lexical cohesion by using narrative text at the sixth semester students English education study program of the State College of Islamic studies Jurai Siwo Metro in the academic year of 2014/2015?".

They analyze of lexical cohesion in narrative text which is given. In this research the writer identifies several things, firstly do the students understand what is lexical cohesion? Secondly, do the students understand about types of lexical cohesion? Thirdly, what are types of lexical cohesion that the students thought difficult.

C. Objectives and Benefits of the Study

The objectives from this research are : firstly this research aims to know what extend the students understand about lexical cohesion. Secondly, this research aim to analyze what types of lexical cohesion that the students thought difficult.

The benefit of this research Theoretically, it is as information to the lecturer about students performance. Practically, it can be the references

for the writer to know and to analyze How is the students' performance in analyzing lexical cohesion by using narrative text at the sixth semester of the students' English education study program of the State College of Islamic studies Jurai Siwo Metro in the academic year of 2014/2015, and also as a reference for a further studies.

CHAPTER II

REVIEW OF THE LITERATURE

A. The Concept of Reading

1. The Nature of Reading

According to Elizabeth B. Berhardt and Michael L. Kamil, reading is about understanding written texts.¹ It means that reading is complex activity that involves both perception and thought. On the other hand Dr. Janette Hughes also defined that reading is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader's prior knowledge and experiences, the reader's knowledge about reading and writing language and the reader's language community which is culturally and socially situated.²

Furthermore, Mikulecky said that reading is like sport and music.³ It means that reading need lot of practice. He also stated that, the best way to improve reading skill is by reading.⁴ The easiest way to learn to love reading is by reading pleasure. Here, Mikulecky said that, reading for pleasure is different from reading you do for study.⁵ When someone read for pleasure, he can choose the book that he want to read by him self.

¹ Elizabeth B. Berhardt and Michael L. Kamil, "Teaching Reading", Educational Practices series 12, P. 6.

² [Http://faculty.uoit.ca/hughes/Reading/ReadingProcess.html](http://faculty.uoit.ca/hughes/Reading/ReadingProcess.html), april 23, 2015

³ Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power*, New York : Addison Wesley Publishing Company, 1996, P.6

⁴ Ibid

⁵ Beatrice S. Mikulecky and Linda Jeffries, *More Reading.*, P.6.

According to Elizabeth, reading consists of two related processes, word recognition and comprehension.⁶

- a. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Here the reader analyze at the symbols (letter) and he apply in their mind base on their conceptual meaning.
- b. The second comprehension, is the process of making sense of words, sentences and connected text. Here, the reader try to understand the words and sentences of the text. It means that the reader try to see the context of the text.

2. Purpose of Reading

Reading is the process of constructing meaning from written texts.⁷ Beatrice defines that reading is important way to improve general language skill in English.⁸ It means that the reader will have knowledge from the reading activity that they are doing. Moreover that a reader is coming from a country where English is a target language to learn. According to Beatrice, there are six advantages from reading activity, they are :⁹

- a. Reading help everyone to think in English.
- b. Reading can enlarge vocabulary.
- c. Reading can improve writing.

⁶ Ibid

⁷ <http://www.eduplace.com/rdg/res/teach/def.html>, August 24, 2015

⁸ Ibid., P.1.

⁹ Ibid.

- d. Reading may be a good way to practice English if you are in non-English speaking country.
- e. Reading is a good way to find out about new ideas, facts, and experiences.

3. Types of Reading Skills

According to Mikulecky and Jeffries there are four types of reading skills, as follows :¹⁰

a. Reading for Pleasure

Reading for pleasure is reader read a text whatever he want. It could be fiction or notification. This way bring the reader enjoy and fun.

b. Reading Comprehension Skill

Reading comprehension is an activity when the reader's brain, the text and the reader's eyes can engage strongly to build a connection. This condition makes the reader learn about what he read and remember about it. in this notion, Mikulecky and Jeffries divided into ten parts, they are :¹¹

1) Scanning

Scanning is the High-speed reading activity. the reader has information that he need it earlier after that he skip unimportant word.

2) Previewing and Predicting

¹⁰ Beatrice S. Mikulecky and Linda Jeffries, *More Reading.*, P.15-206.

¹¹ Ibid. , P 15-167.

Previewing means the reader look and find out information at books' cover.

In this condition, the reader will have a prediction and the make some educate guess about this book.

3) Vocabulary Knowledge for Effective Reading

The strategy if the reader does not know the meaning of vocabulary is trying to guess what the meaning of it. it can be connected by sentence surrounding word.

4) Topic

Finding the topic of the passage is the others strategy to read for meaning. it gives an advantage to use a question the topic the text are reading about such as what is the general idea?

5) Topic of Paragraph

In a paragraph contains sentences that have some aspect that related to the text.

6) Main Ideas

The main idea of paragraph gives the reader topic of author's idea. The expresses always appears in complete sentence include the main idean and the topic.

7) Pattern Organization

Mickulecky classified four common patterns while reading comprehension, they are, list of related ideas, sequence, comparison/contras and cause and effect.

8) Skimming

Getting the general sense of a passage or a book fast could save the reader's time.

9) Making Inferences

Some reading passages do not stated the topic. Therefore, the reader has to make the inference by guessing and find the clue.

10) Summarizing

Summarizing from the important key points is to retell of a reading text and to make shorter form.

c. Thinking Skill

In thinking skill, when the reader read an English text, he is forced to think English. Then, the reader must know the complexity of the text such as length, English syntax, and English semantic and logical connection.

d. Reading Faster

By reading faster, the reader will be efficient and become more enjoyable. Beatrice said that, there are two important reasons for learning to read faster.

1) You can read more in less time.

2) You can improve your comprehension.

From the explanations above, the writer conclude that reading is complex activity that involves both perception and thought. Reading is important way to improve general language skill in English, because when we are reading a text it means that we are getting knowledge and information from the text. The more we are reading, it means the more we get knowledge.

B. The Concept of Narrative Text

1. The Nature of Narrative Text

According to Cambridge dictionary text are written words in a book, articles, magazine, and etc.¹² Base on Wikipedia, A narrative is report of connected events, actual or imaginary, presented in a sequence of written or spoken words, and/or in a sequence of (moving) pictures.¹³ Meanwhile Sanggam said that Narration is a type in which the writer tries to recount en event (object) of his world experience in order his readers can see, feel, hear, and taste it as he can.¹⁴

Hanifa said that narrative text is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events.¹⁵ Narrative deals with problematic events which lead to crisis or turning point of some kind, which in turn find a resolution. On the other

¹² <http://dictionary.cambridge.org/dictionary/british/text> , April 23, 2015

¹³ <http://en.wikipedia.org/wiki/Narrative>, April 23, 2015

¹⁴ Sanggam Siahaan, issues in Linguistics, (Yogyakarta: Graha Ilmu, 2008),p.217

¹⁵ Hanifa Rahmawati, "*Narrative Text*", <Http://HanifaRahmawati.wordpress.com>.

hand, Blake defined that narrative can be found in picture story book, simple short stories, and longer stories in with complicated plots.¹⁶

Jordan also defines narrative text as a piece of academic writing contains some kinds of historical background or development that usually in the form of account or description of event in the past which entails following a time sequence or chronological order.¹⁷

Moreover, Regina. L. Smalley and Marry K. Reulten said that description of a sequence of event in narrative writing is important. It shows the reader the time relation between sequence and the ideas, adverbial expressions of time and the sequence tie the sentences together logically, thus clarifying the time sequence. For instance: By nine O'clock, at around ten O'clock, first, next etc. using adverbial of time and sequence will make our writing coherence.¹⁸

According to Blake, narrative text is written to entertain, amuse and interest the reader but simultaneously teaches, explain or inform.¹⁹ Narrative always deal with some problems which lead to the climax and them turn into a solution to the problem.

Steven Herrick also added in his article, there are some purpose of narrative text, to entertain, to raise social issues, to argue for social

¹⁶ Blake education, *Targeting Text*, Black education, 1999, P.4

¹⁷ R.R. Jordan, *Academic Writing Course*, London and Glasgow, 1990

¹⁸ Regina L. Smalley and Marry K. Reulten, *Refining Composition Skills*, United States of America, Heinle Publisher fourth edition, 1995, P.55

¹⁹ Ibid.

change, to record social events, to evaluate social event, to communicate cultural values. From all of the explanation above, the writer concludes that there are many purposes of narrative text. those are :

- a. To provide entertainment
- b. To amuse
- c. To make audience think about an issue
- d. To teach audience a lesson or moral value
- e. To gain and hold the readers' interest
- f. To excite their emotion
- g. To deal with actual or variation experience
- h. To communicate cultural values

In simple word, narrative has a generic structure as orientation, complication and resolution.

a. Orientation (Introduction)

Orientation is introducing the participant and informing the time and place. Orientation here usually answers who?, when? And where?.

b. Complication (Problem)

Complication is describing the raising cries with the participant have to do with. Complication here is the heart structure of narrative text. it will determine the text 'lives' or not. If the narrative text consider as the 'live' text, it will make the reader more interesting and

bring the emotion in reading process. in literary term, the complication structure is called conflict or problem.²⁰

Basically, conflict is divided into three kinds. In any writing each type will not take place with its own type. Each often combines two other type in building the story. Here the kinds of those conflict :

1) Physical conflict

In the other word as elemental conflict, is description of man's struggle to his physical world. It represent man versus nature force, difficulty and danger. How man survives from flood, exploding mount is clear example of physical conflict.

2) Social conflict

Social conflict will show the struggle of someone against someone else. We can see the example of social conflict in Cinderella's story. When Cinderella want to go to the party, her stepmother and her sisters do not permit her. She eagerly to have to opportunity to meet the prince but her stepmother and sisters try to block this opportunity and take it from themselves. It is perfect picture of social conflict within a narrative text.

3) Internal (psychology conflict)

²⁰ Dick king-king smith, *Learner as a Reader*, wellington, New Zaeland, Learning Media Limited on Behalf of ministry of education, 1996, P. 99

Internal (psychological conflict) here is a conflict which happen inside the participant. Someone struggles against himself, his conscience, and his guilty. The example of psychology conflict is when someone want to steal money, in the other hand he know that stealing is not good.

c. Resolution

Resolution is showing the way of participant to solve the cries, better or worse. There needs to be resolution of the complication. The complication maybe resolved for better or worse, happily or unhappily.

2. Language Features of Narrative Text

According to Adeulfayani, there are some language features of narrative text, they are :²¹

- a. Past tense (killed, drunk,etc)
- b. Adverb of time (Once upun a time, one day, etc)
- c. Time conjunction (when, then, suddenly, etc)
- d. Specific character. The character of the story is specific, not general.
(Cinderella, Snow White, Alibaba, Abunawas, etc)
- e. Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- f. Direct speech. It is to make the story lively. (Snow White said,"My name is Snow White). The direct speech uses present tense.

3. The Types of Narrative text

²¹ <https://adeulfayani.wordpress.com/narrative-text-2/> , April 23, 2015

According to Neo, there are many different types of narrative text, such as humor, romance, crime, real life fiction, theoretical fiction, mystery, fantasy, science fiction, dairy novel, adventure.²² On the other hand, Nikki defined that there are two types of narrative. They are :²³

a. Fiction

According to Nikki, Fiction is the classification for any narrative work whose creator does not claim responsibility for the work's faithfulness to reality.

Meanwhile, Blake said that there are two types of narrative fiction.²⁴

1) Traditional Fiction

The traditional fiction including Folktales, Fairy tales, Parables, Fables, Moral tales, Myth and Legends.

2) Modern Fiction

According to Blake, there are type of modern fiction modern fantasy and contemporary realistic fiction.

b. Non-fiction

According to Nikki, factual text also true can be written in narrative text.²⁵ It means that narrative is not only a fictional one.

²² Neo, Ernest, *Narrative for 'O' level*, Malaysia, Longman, 2005

²³ Nikki Gamble, *Exploring Children Literature*, Paul Chapman Publishing, California, 2002, P.20.

²⁴ Black education, *Targeting Text*, P.4

²⁵ Nikki Gamble, *Exploring Children*, P.21.

From the explanations above, the writer conclude that narrative text is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events. There are some purpose of narrative text, to entertain, to raise social issues, to argue for social change, to record social events, to evaluate social event, to communicate cultural values.

C. The Concept of Lexical Cohesion Performance

1. The Nature of Performance

According to Marvin, the term “performance” has become extremely popular in recent years in a wide range of activities in the arts, in literature, and in the social sciences.²⁶ A “performance” may be defined as all the activity of a given participant on a given occasion which serves to influence in any way any of the other participants.

Based on the context of this research, the writer conclude that lexical cohesion performance means that a student activity for analyzing of lexical cohesion in the narrative text. It is an activity where the students have learn about cohesion and coherence.

2. The Nature of Lexical Cohesion

Linguistic consists of micro and macro-linguistics. Micro-linguistics include (grammar, phonetic and syntax) and Macro-linguistics include (discourse, sociolinguistic and psycholinguistic). When reading any text it is obvious that it is not merely made up of a set of unrelated sentences, but that these sentences are in fact connected to each other through the use of

²⁶ Marvin Carlson, *critical introduction*, 1996, P.4

two linguistic phenomenon, namely cohesion and coherence. Cohesion is determined by lexically and grammatically relationships, whereas coherence is based on semantic relationships.

Halliday and Hasan explained the cohesive ties and they classify into two categories grammatical cohesion and lexical cohesion.²⁷ The discussion about lexical cohesion is always related to macro-linguistics. The concept of lexical cohesion commonly related to the definition of a text.

According to Halliday, lexical cohesion is the cohesive effect achieved by the selection of vocabulary.²⁸ In the other hand, Gerot and Wignell stated that lexical cohesion refers to relationship between and among words in a text.²⁹

3. The Types of Lexical Cohesion

According to Gerot and Wignell, there are eight category of lexical cohesion, they are:³⁰

a. Repetition (including inflection and derivation)

e.g. Leave, Leave, Leaving, Left.

b. Synonymy (similarity of meaning)

²⁷ M.A.K Halliday and Ruqaiyah Hasan, *Cohesive in English*, University of Essex, 1976, P. 333

²⁸ M.A.K Halliday and Ruqaiyah Hasan, *Cohesive in English*, P. 274.

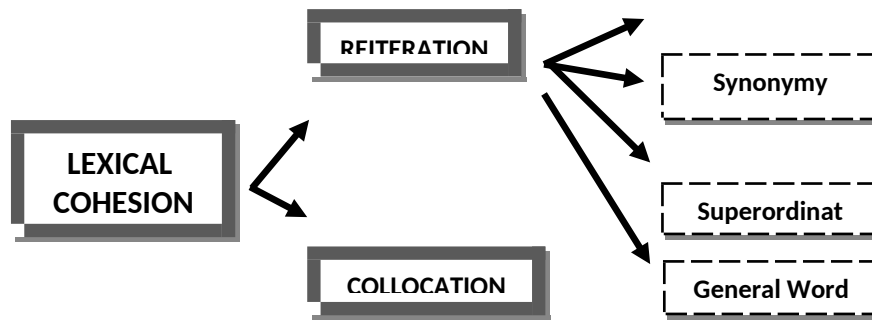
²⁹ Linda Gerot, Peter Wignell, *Making sense of functional grammar : an introductory workbook*, Antipodean Educational Enterprises, 1994, P.177

³⁰ Ibid.

- e.g. Leave - Depart
- c. Antonymy (opposite or contractive meaning)
- e.g. leave >< arrive
- d. Hyponymy (classes/superordination and subclasses/ is a type of)
- e.g. flower – rose rose – daffodil = co-hyponyms
- e. Meronymy (whole – part of relation)
- e.g. flower – petal petal – stem = co-meronyms
- f. Equivalence (two or more items are one and the same in the context of some particular text)
- e.g. the *sailor* was their *daddy*
- g. Naming (a participant's name is provided)
- e.g. they called their *puppy fluffy*
- h. Semblance (two or more items in the text are said to resemble each other)
- e.g. waves roared in and he could see their white caps looking like seahorse.

David also defined that there are two major categories of lexical cohesion, they are :³¹

³¹ David Nunan, Introduction Discourse Analysis, P.28.



a. Reiteration

According to David, reiteration is a form of lexical cohesion in which the two cohesive items refer to the same entity or event.³² Reiteration can be shown in textual and it may be something for language teacher to exploit. By this exploiting, help the learner to control their practice, improve their text creating, increase their decoding abilities, and provide them with more varied context for using and practicing vocabulary.

Moreover, Halliday said that reiteration is a form of lexical cohesion which involves the repetition of lexical item, at one and the scale: the use of general word to refer back to lexical item, at the other and the scale : and a number of things in between the use of synonym, near-synonym or super ordinat.³³

According to Halliday, there are some kinds of reiteration, as following :

³² Ibid, P. 123.

³³ M.A.K Halliday and Ruqaiyah Hasan, Cohesive in English., P 278.

1) Repetition

Repetition means that there are same word in other sentence.

2) Synonymy

Synonymy means that a word having the same or nearly the same meaning as another word or other words in a language.

3) Superordinate

Superordinate means, a thing that represents order or category within a system of classification.

4) General Word

Some examples :

A : Did you buy the steamed buns?

B : No, I did not like the things much.

b. Collocation

According to David, collocation is the regular pattern of partnerships between word. Every language develops different collocations. When you are reading in English, it is very important to notice collocations and to learn them together with the individual words. You will gain fluency and improve comprehension if you are familiar with common collocations. It would simply word combinations known as collocation.

Moreover, Mickulecky said that collocations are groups of words that frequently occur together.³⁴ It means that its words are familiar in

³⁴ Beatrice S. Mikulecky Linda Jeffries, *Advanced Reading Power*, printed in united state,

our life. According to Mickulecky, there are five types of collocation,

They are : ³⁵

1) Adjective + Noun

Some examples of collocation (Adjective + Noun)

- a) Prior Knowledge
- b) Larger context
- c) Essential information

2) Verb + Adverb or (Adverb + Verb)

Some examples of collocation (Verb+ Adverb) or (adverb + verb)

- a) Successfully complete
- b) Highly appreciate
- c) Present effectively

3) Verb + Noun

Some examples of collocation (Verb + Noun)

- a) Acquire vocabulary
- b) Gain awareness
- c) Clarify the point

4) Phrasal verb

Some examples of collocation Phrasal ver

- a) Depend on

2007.P. 62

³⁵ Ibid

b) Relate to

c) Focus on

5) Preposition Phrase

Some examples of collocation Preposition Phrase

a) In that case

b) In any case

c) In the other word

In other words, these combinations should be right to native English speakers who use them all the time and it acceptable in understanding the meaning. On the other hand, Rio said that there are two types of collocation, lexical collocation and grammatical collocation.³⁶

1) Lexical Collocation

Lexical collocation do not contain grammatical element.³⁷

Here list various combination of lexical collocation : Verb+Noun (start a family, keep a secret), Adj+Noun (good worl, strong tea), Adv+Adj (heavily influenced, amazingly gorgeous), Verb+Adv (Walk slowly, laugh nervously). There are some types of lexical collocation, they are :

a) Verb (usually transitive) + Noun/Pronoun

³⁶ Rio Dini Diah M. *Grammatical and Lexical English Collocation*, Universitas Gadjah Mada, Vol. 14, P. 54

³⁷ Ibid.

Here, the collocations are called CA Collocation because they consist of a verb denoting creation or activation and a noun / a pronoun. E.g. (denoting creation) come to an agreement, compose a music, etc. (denoting activation) set an alarm, launch a missile, etc.

b) Verb (meaning eradication and or nullification) + a noun

Here, the collocation is called EN (eradication and nullification) collocations. E.g. reject an appeal, revoke a license, annul a marriage, withdraw an offer.

c) Adjective + Noun

e.g. Strong/weak tea, Kind/kindest/best regards.

d) Noun + Verb

E.g. Alarm go off, bees buzz, Bomb explode.

e) Noun + Noun

E.g. a bouquet of flower, a bit of advice.

f) Adverb + Adjective

E.g. Deeply absorbed, hopelessly addicted.

g) Verb + Adverb

E.g. Argue heatedly, appreciate sincerely.

2) Grammatical Collocation

Grammatical collocation consist of a noun, or adjective or a verb, plus a particle (a preposition, an adverb, or a grammatical

structure such as an infinitive, a gerund, or clause). E.g. at night, extend to, good at, fall for, to be afraid that. There are some types of grammatical collocation, they are :

a) Noun + Preposition Combination

E.g. Apathy toward, Blockade against.

b) Noun + to + infinitive

There are five syntactic pattern in which *noun + to + infinitive* construction.

1. It was a pleasure (a problem, a struggle) to do it
2. They had foresight (instruction, an obligation, a permission) to do it
3. They felt a compulsion (an impulse, a need) to do it.
4. They made an attempt (an effort, a promise, a vow) to do it.
5. He was a fool (a genius, an idiot) to do it.

c) Noun + That-clause

E.g. we reached an agreement that she would represent us in court. He took an oath that he would do his duty.

d) Preposition + Noun Combination

Combination of preposition and noun can fall into his category, however the choice of preposition with certain noun is not random. E.g. by accident, in advance, in agony, etc.

e) Adjective + Preposition Combination

E.g. They are angry at the children, They are hungry for news.

f) Predicate adjective + to + infinitive

Here, the adjective occur in two basic construction with infinitives.

1. Adjective with dummy subject 'it' such as, It was necessary to work, also possible it was necessary for him to work.

2. Adjective with real and animate subject, such as *She* is ready to go, or with inanimate subject, such as It (the bomb) is designed to explode at certain temperature, or with either animate or inanimate subject. E.g. *She was bound* to find out, or *It* (the accident) was bound to happen.

g) Adjective + that clause

Some adjective can be followed by clause. E.g. *she was afraid that she would fail her examination.*

From the explanations above, the writer conclude that performance can be defined as all the activity of a given to the participant. In the context of

this research performance means that students activity in lexical cohesion analyzing. When someone is reading any text it is obvious that it is not merely made up of a set of unrelated sentences, but that these sentences are in fact connected to each other through the use of two linguistic phenomenon, namely cohesion and coherence.

Cohesion is determined by lexically and grammatically relationships, whereas coherence is based on semantic relationships. There are two types of cohesion, grammatical cohesion and lexical cohesion. The term of lexical cohesion refers to relationship between and among words in a text. where lexical cohesion has two types, reiteration and collocation.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer would like to describe the research methodology that would be applied in this research. Here the writer refer to John W, Creswell for research design. The data that would be analyzed are taken from the result of the students' analyzing of narrative text.

This research is qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. This research also case Studies, in which the researcher explores in depth a program, an event, an activity, a process, or one or more individuals.

A. Background Description and Role of the researcher

In this research the writer use qualitative research. By applying case studies, in which the researcher explores in depth a program, an event, an activity, a process, or one or more individuals. Qualitative research is fundamentally interpretive. The researcher makes and interprets the data.

This includes developing a description of an individual or setting, analyzing data for themes or categories, and finally making an interpretation of drawing conclusion about its meaning personally and theoretically, stating the lessons learned and offering further questions to be asked.

It also means that the researcher filters the data through the personal lens that is situated in a specific sociopolitical and historical moment. One cannot escape the personal interpretation brought to qualitative data analysis.

B. Data Collection Instrument

According to the Creswell, there are four steps in the data collecting process, they are:¹ observations, interviews, documents and audio visual materials. In this research, the writer use two points from the kinds of data collection instrument above. They are :

1. Observation

In this research, the writer take some sample from the result of students test in discourse analysis subject especially in lexical cohesion chapter the lecturer. The writer analyze it to see the student tendency within lexical cohesion comprehend This result is also as pre-research of this study.

2. Documentation

In this phase, the writer give a short story in a paper and ask the student to analyze of lexical cohesion within the text. after the students finish analyzing of the text, the writer ask them to collect the short story that they have analyzed.

C. Data Validity Procedures

¹ John W. Creswell, *Research design 4 edition*, printed in united state 2014, P.190.

According to Creswell, there are eight types of data validity, they are : Persistent Observation, Triangulation, Peer Review, Negative Case Analysis, Clarifying Researcher Bias, Member Checking, Rich, and External Audist.² In this research, the writer use member checking in the data validity procedure. There are many subcategories of members checks, including; narrative accuracy checks, interpretive validity, descriptive validity, theoretical validity, and evaluative validity.

Cresswell said that use member-checking is one of the ways to determine the accuracy of the qualitative findings by taking the last report or detail descriptions or themes back to participants and determining as if the participants feel that they are accurate.³ In addition the writer apply the validating of the accuracy to prove that this research could responsively determine the research finding.

D. Research Procedure

In this research, the writer divides procedure of the research into two steps. The first step that will the writer conducted are giving the text to the students and ask the students to analyze the lexical cohesion within the text. the text is contained by narrative text. the students collect a paper that they were analyzed. The second step is analyzing the data that the student were analyzed.

² John W. Creswell, *Qualitative Inquiry & Research Design*, printed in united state, 2007, P.207.

³ John W. Creswell, *Research Design*, P. 196

E. Data recording and Analysis Procedure

In this data recording and analysis procedure, the writer applies the model of analysis procedure by using Cresswell model. Discussion of the plan for analyzing the data might have several components. The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the large meaning of the data.

Despite these analytic differences depending on the type of design used qualitative inquirers often convey a generic process of data analysis into a proposal. An ideal situation is to blend the generic steps with specific research design steps. According to Creswell, there are six steps of data analysis techniques, they are :⁴

1. Organize and prepare the data for analysis

In this step, the writer prepares a narrative text that contained by a humor short story. The writer use a humor short story because funny or humor story can make every reader focus in the story. After prepare the text, the writer give the text to the research subject (students).

In this session the writer ask the students to read the short story then analyze lexical cohesion within the text. when all of have done analyze the text, the writer ask the student to collect the paper.

⁴ John W. Creswell, *Research design.*, P. 197.

2. Read through all the data

In this session, the writer reads all of the result of students analyzing.

3. Begin detailed analysis with a coding process

Coding is the process of organizing the material into chunks before bringing meaning to those chunks. in this session, the writer take and prepare the data from the result of the students analyzing.

4. Use the coding process to generate the description of the setting.

From the coding process, the writer take the result of students analyzing, and put in new sheet.

5. Using visuals, figures, or tables as adjuncts to the discussion

In this step, the writer use a table to present the result of the data analysis. By using table, every people easy to understand the data of this study.

6. Using a table to make interpretation or meaning of the data

In this session the writer shows the result of analysis by using table. The aim of using table is making every reader easy to know the result of this research.

CHAPTER IV

DATA PRESENTATION

A. Description of Data Analysis

The discussion deals with the general of research data in which the writer analyze lexical cohesion performance in narrative text reading. The data is taken from the sixth semester of students English education study program of State Islamic College (STAIN) Jurai Siwo Metro in June 10, 2015. The data contain the students' analyzing of lexical cohesion in narrative text where the student have learned lexical cohesion in discourse analysis subject.

1. STAIN Jurai Siwo Metro

STAIN (State Islamic College) of Jurai Siwo Metro is one higher education institution in Metro. In addition, the only one State Islamic College in this city. As one of favorite universities that always are chosen by a lot of students who have been graduated from Senior High School. STAIN Jurai Siwo has vision and mission. The vision is to create a qualified and competitive Islamic Institution. To accomplish the vision, it composes some missions, namely developing three pillars of university, creating an academic person which is smart, skilful, and has a good norm, developing and spreading technology and Islamic culture. It was built on April 23, 1997 based on the explanation letter of president no 11 in the year 1997. STAIN Jurai Siwo Metro is located in JL. Ki Hajar Dewantara

15A Iring Mulyo East Metro. It has two faculties, namely Tarbiyah and Syari'ah.

2. English Study Program

English Education Program (PBI) is one of the strata 1 (S1) majors of Tarbiyah faculty in State Islamic College (STAIN) Jurai Siwo Metro. Historical S1 PBI STAIN Jurai Siwo Metro came from Diploma 3 (D3) English Study that was opened in 2002.

In implementing study, English Department stand on its vision, namely : creating professional students in English Study who can integrate Islamic values and academic dimensions. This will cause, the students have high bargaining. The vision then is enlarged in some missions. first, developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture. The second, build and developing humanist, democratic, and modern academic atmosphere. The third, growing the professionalism ethic through theoretical knowledge basic mastery. Fourth, providing qualified service of study to produce smart and skilful educator candidates who have good attitude. And the last, applying integrated study system which is able to give a significant input for study development.

In the context of IPO (Input, Process and Output), PBI major of STAIN Jurai Siwo Metro can be shortly described as follows. Firstly, it related to the students' input. From the study background, PBI students

are graduated from MAN/MAS and SMA/SMK. From the family's social and economic condition, some PBI students come from low and middle economic.

Secondly, related to the study process, English Department is handled by the institutional lecturer, uninstitutional lecturer, and additional lecturer with study classification as follow : 4 people of S3, 19 of S2 and 3 of S1. The rartion the lecturer and students is 1:21. To increase the lecturer's work and supporting media affectively, control system is done toward infraction and giving punishment according to the rule. Related to this case, there is a role of manage he students, lecturer, and educator, and also SOP (Operational Procedure Standard) which manage learning that is produced by quality guaranty institution unit. Beside that, PBI supported by local curriculum appropriated with Islamic institutional context, study and professionalism. The combination then is explored I five categories of lecturing lesson, namely, personality development lesson, skill and knowledge lesson, creation and skill lesson, creation behavior lesson, and social life lesson.

The assessment toward PBI students always be holistic so that contains three study aspects, namely : cognitive, affective psychomotor. Meanwhile to increase academic quality, English department frequently develops conducive academic atmosphere so that there is a dynamic, open, and polite relationship among the academic part. Thirdly, from the output dimension (graduate), every students who studies in English

department of STAIN Jurai Siwo Metro, is predicted to be professional in English.

B. Description of Finding

Generally, the objective of this research is to find out the students' lexical cohesion performance in narrative text reading among the students' of State Islamic College of Jurai Siwo Metro in academic year 2014/2015. This research is conducted at the sixth semester of English Education Study Program of State Islamic College of Jurai Siwo Metro. In this semester the students learn about cohesion and more specific in lexical cohesion and grammatical cohesion.

Considering to number of the research, the writer analyzed the students' lexical cohesion performance in narrative text. The writer have been collected the data from the students' performance in Analyzing of lexical cohesion by using short story. This data is used as the primary source in form of documentation and observation result. Base on this research, the writer took 15 students of the sixth semester a the participant. Based on the students' performance in analyzing of narrative text, the writer divided the result into some parts, they are :

1. Understanding of lexical cohesion

Based on this research, most of the students can answer the questions.

The first question is about definition of lexical cohesion. Most of the students give a good answer although there are students who have same answer. The second is about types of lexical cohesion. Here the

writer ask the student to mention the nine types of lexical cohesion.

The result as follows :

No	Name	LEXICAL COHESION								
		Rep	Syn	Anto	Hypo	Mero	Equi	Naming	Semb	Collo
1	NK	√	√	√		√	√	√	√	√
2	FF	√		√	√		√	√		√
3	NH	√	√	√	√	√				
4	N	√	√		√	√				
5	PRC	√	√	√	√	√				√
6	NKM	√	√	√	√			√		√
7	RS	√		√	√		√	√		√
8	FPR	√	√	√	√	√	√		√	
9	RT	√	√	√	√	√	√	√	√	
10	RSG	√	√	√	√			√		√
11	RN	√	√	√	√	√	√	√	√	
12	FQ	√	√	√	√	√	√	√	√	
13	NL	√	√	√	√	√	√	√	√	
14	R	√	√	√	√	√	√	√	√	
15	RSU	√	√	√	√	√	√	√	√	
Result		100%	87%	93%	93%	73%	67%	73%	53%	40%

Based on the table above, all of the students can not mention the nine of the types of lexical cohesion. The first sample is only missed on Hyponymy when she mention the types of lexical cohesion. The second sample is missed on Synonymy, Meronymy, Naming, and Semblance. The third sample is missed on Equivalence, Naming, Semblance, and Collocation. The fourth sample is missed on Antonymy, Equivalence, Semblance, Naming, and Collocation. The fifth sample is missed on Equivalence, Naming, and Semblance. The sixth sample is missed on Meronymy, Equivalence, Naming, and Semblance. The sixth sample is missed on Synonymy, Meronymy,

Naming, and Semblance. The eighth sample is only missed on Collocation. The ninth sample is only missed on Collocation. The tenth sample is missed on Meronymy, Equivalence, Naming, and Semblance. The eleventh sample is only missed on Collocation. The twelfth sample is only missed on Collocation. The thirteenth is only missed on Collocation. The fourteenth is only missed on Collocation. The last sample is only missed on Collocation.

From the explanation above, the writer can conclude that most of the student can not mention the ninth types of lexical cohesion. The second problem is coming from the second question. Based on this question where the writer ask the student to mention the types of lexical cohesion there are four students who wrote substitution as the types of lexical cohesion.

2. Analyzing of lexical cohesion

In this research, there are fifteen sample that the writer take in

a. Repetition

Based on the students' worksheet, the writer analyze the students' performance in repetition.

There are forty one of repetitions in the story, they are :

King, Kingdom, Minister, Abeydron, Dream, Ground, Stick, Abunawas, Hit, Find, Think, Asked, Replied, Quickly, Letter, Written, Wife, Food, Go, Curious, Evening, Stopped, Read, Surprised, Take, Palace, Shed, Smiled, House, Behind, Laughed,

Answered, Understand, announce, Abunawas' House, Bring, Prize, Need, Pot, Door, Called.

No	Name	Repetition	Note
1	NK	Kingdom, Dream, Stick, King, Country, Abunawas, Wife, Abeydron, Abunawas' House, Read, Letter, Walked, and Laughed.	The participant find 32% from the all of repetition.
2	FF	Minister, Dream, King, and Said.	The participant find 10% from the all of repetition.
3	NH	Kingdom, King, Minister, Dream, Ground, Stick, Abunawas, Country, Think, Letter, Said, Wife, House, Old, Food, Replied, Announced, Abeydron, Laughed, and Pot.	The participant find 50% from the all of repetition.
4	N	Kingdom, King, Stick, Though, Need, Abunawas, Abeydron, Written, Send, Wife, Asked, Brought, House, and Walked.	The participant find 35% from the all of repetition.
5	PRC	Kingdom, King Minister, Stick, Dream, Ground, Called, Country, Though, Asked, Need, Letter, Wrote, Send, Rode, Bring, Food, Wife, Went, Prize, Evening, Walked, Laughed, and Pot.	The participant find 57% from the all of repetition.
6	NKM	King, Kingdom, Minister, Dream, Stick, Said, Asked, Wife, Abunawas, Abeydron, Food, Letter, Bring, Home, Announced, Read, Walked, Pot, and Door.	The participant find 47% from the all of repetition.
7	RS	King, Minister, Dream, Ground, Stick, Said, Country, Think, and Find.	The participant find 22% from the all of repetition.

8	FPR	King, Kingdom, Minister, Dream, Stick, Said, need, Letter, Evening, and Laughed.	The participant find 25% from the all of repetition.
9	RT	King, Kingdom, Dream, Stick, Abunawas, Dream, Country, Think, Find, Food, Letter, Wife, Abunawas' House, and Read.	The participant find 35% from the all of repetition.
10	RSG	Kingdom, King, Minister, Dream, Said, Stick, Country, Abunawas, Find, Letter, Abunawas' House, Food, Wife, Announced, Abeydron, and Read.	The participant find 45% from the all of repetition.
11	RN	King, Minister, Dream, Said, Country, Abunawas, Think, and Find.	The participant find 20% from the all of repetition.
12	FQ	King, Minister, Abeydron, Stick, Dream, Asked, Replied, Written, Send, Abunawas' House, Wife, Letter, Said, Bring, Find, Corrected, Evening, Give, Announced, Prize, Curious, Took, Stopped, Surprised, Smiled, and Try.	The participant find 65% from the all of repetition.
13	NL	Minister, Dream, King, Stick, and announce.	The participant find 12% from the all of repetition.
14	RW	King, Minister, Dream, Ground, Think, and Find.	The participant find 15% from the all of repetition.
15	RSU	King, Minister, Dream, The King, The stick, Country, Letter, and Announced .	The participant find 22% from the all of repetition.

Based on the students' performance in analyzing of repetition, 100% students find the repetition from the story. Most of the students analyze of repetition less than 50%, and the only two students that can analyze the repetitions more than 50%. From the result above, the writer conclude that the students need to focus in analyzing of something.

b. Synonymy

Based on the students' worksheet, the writer analyze the students' performance in synonymy. There are five of synonyms, Answered (said), Handed (give), Walked (Rode), Finished (Stopped), and Problem (Disturbance),

No	Name	Synonymy	Note
1	NK	-	-
2	FF	<i>Problem (Disturbance)</i>	The participant find 20% from the all of synonymy.
3	NH	-	
4	N	-	
5	PRC	-	
6	NKM	-	
7	RS	<i>Problem (Disturbance), Finished (Stopped)</i>	The participant find 40% from the all of synonymy.
8	FPR	-	
9	RT	-	
10	RSG	-	
11	RN	-	
12	FQ	Walked (Rode)	The participant find

			20% from the all of synonymy.
13	NL	<i>Problem (Disturbance), Finished (Stopped)</i>	The participant find 40% from the all of synonymy.
14	R	-	
15	RSU	<i>Problem (Disturbance</i>	The participant find 20% from the all of synonymy.

Based on the students performance in synonymy, only 33% students find the synonymy from the story. More than 50% participant of students could not find the synonymy in the story. More over that some students wrote that the word ‘Brought’ is the synonymy from the word ‘Bring’. From the six of synonymies, a good performance in analyzing synonymy only find two synonymies.

c. Antonymy

Based on the students’ worksheet, the writer analyze the students’ performance in antonymy. There are five of antonyms, they are : Went >< Arrived, Husband >< wife, Left >< Right, Front >< Behind, Asked >< Answer/replied,

No	Name	Antonymy	Note
1	NK	Left >< Right, Husband >< wife	The participant find 40% from the all of

			antonymy.
2	FF	-	
3	NH	Left >< Right, Husband >< wife	The participant find 40% from the all of antonymy.
4	N	Left >< Right, Husband >< wife	The participant find 40% from the all of antonymy.
5	PRC	husband><wife, Front><Behind, Asked><Answer	The participant find 60% from the all of antonymy.
6	NKM	Left >< Right, Husband >< wife	The participant find 40% from the all of antonymy.
7	RS	Left >< Right, Husband >< wife	The participant find 40% from the all of antonymy.
8	FPR	-	
9	RT	Husband >< wife	The participant find 20% from the all of antonymy.
10	RSG	Left >< Right, Husband >< wife	The participant find 40% from the all of antonymy.
11	RN	-	
12	FQ	-	
13	NL	(Front><Behind), (asked><Replied)	The participant find 40% from the all of antonymy.
14	R	-	
15	RSU	Asked><Replied, husband><wife, Front><Behind, Asked><Answer	The participant find 80% from the all of antonymy.

Based on the students' performance in antonymy, 67% students who find the antonymy in the story. It means that only five students that could not find any antonymy. The good performance in analyzing of antonymy only four from the six of antonyms.

d. Hyponymy

Based on the students' worksheet, the writer analyze the students' performance in hyponymy. Hyponymy in the story is *Fruits > apple*.

No	Name	Hyponymy	Note
1	NK	-	
2	FF	-	
3	NH	-	
4	N	-	
5	PRC	-	
6	NKM	-	
7	RS	-	
8	FPR	-	
9	RT	-	
10	RSG	-	
11	RN	-	
12	FQ	<i>Fruits < apple</i>	The participant find 100% from the all of Hyponymy.
13	NL	-	
14	R	-	

15	RSU	-	
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Based on the student's performance in analyzing hyponymy, only 6.7% from the participants who find hyponymy in the story. The only one student who can find hyponymy although only one hyponymy in the story.

e. Meronymy

Based on the students' worksheet, the writer analyze the students' performance in meronymy. Meronymy in the story are : House > Door, Palace > King, King > Minister.

No	Name	Meronymy	Note
1	NK	-	
2	FF	-	
3	NH	-	
4	N	-	
5	PRC	-	
6	NKM	-	
7	RS	-	
8	FPR	-	
9	RT	-	
10	RSG	-	
11	RN	-	
12	FQ	Door > House	The participant find 33% from the all of

			Meronymy.
13	NL	-	
14	R	-	
15	RSU	-	

Based on the student's performance in analyzing meronymy, only 6.7% from the participants who find meronymy in the story. There are three meronymy in the story but only one student who can find meronymy.

f. Equivalence

Based on the students' worksheet, the writer analyze the students' performance in equivalence. Equivalence in the story are : King and Minister.

No	Name	Equivalence	Note
1	NK	-	
2	FF	-	
3	NH	-	
4	N	-	
5	PRC	-	
6	NKM	-	
7	RS	-	
8	FPR	-	
9	RT	-	
10	RSG	-	
11	RN		
12	FQ	king	The participant find 50% from the all of Equivalence.
13	NL	-	

14	R	-	
15	RSU	-	

Based on the student's performance in analyzing equivalence, only 6.7% from the participants could not find equivalence in the story. There are two equivalence in the story but only one student who can find equivalence.

g. Naming

Based on the students' worksheet, the writer analyze the students' performance in Naming. Naming in the story are Smart Man and Moses' Stick.

No	Name	Naming	Note
1	NK	Moses' Stick, Smart Man	The participant find 100% from the all of naming.
2	FF	Moses' Stick	The participant find 50% from the all of naming.
3	NH	-	
4	N	-	
5	PRC	-	
6	NKM	Moses' Stick, Smart Man	The participant find 100% from the all of naming.
7	RS	Moses' Stick, Smart Man	The participant find 100% from the all of naming.

8	FPR	-	
9	RT	Moses' Stick, Smart Man	The participant find 100% from the all of naming.
10	RSG	Moses' Stick	The participant find 50% from the all of naming.
11	RN	Moses' Stick, Smart Man	The participant find 100% from the all of naming.
12	FQ	Moses' Stick, Smart Man	The participant find 100% from the all of naming.
13	NL	Moses' Stick	The participant find 50% from the all of naming.
14	R	Moses' Stick	The participant find 50% from the all of naming.
15	RSU	Moses' Stick	The participant find 50% from the all of naming.

Based on the student's performance in analyzing naming, 73% from the participants find the naming in the story. There are two naming in the story but there are four students who cannot find naming.

h. Semblance

Based on the students' worksheet, the writer analyze the students' performance in semblance. Semblance in the story is Stammerer.

No	Name	Semblance	Note
1	NK	-	Could not find semblance
2	FF	-	Could not find semblance
3	NH	-	Could not find semblance
4	N	-	Could not find semblance
5	PRC	-	Could not find semblance
6	NKM	-	Could not find semblance
7	RS	-	Could not find semblance
8	FPR	-	Could not find semblance
9	RT	-	Could not find semblance
10	RSG	-	Could not find semblance
11	RN	-	Could not find semblance
12	FQ	-	Could not find semblance
13	NL	-	Could not find semblance
14	R	-	Could not find

			semblance
15	RSU	-	Could not find semblance

Based on the student's performance in analyzing semblance, all of participant could not find semblance in the story. There is one semblance in the story but there no students who can find it.

i. Collocation

Based on the students' worksheet, the writer analyze the students' performance in collocation. Collocation in the story are Big Power and Whispered Softly.

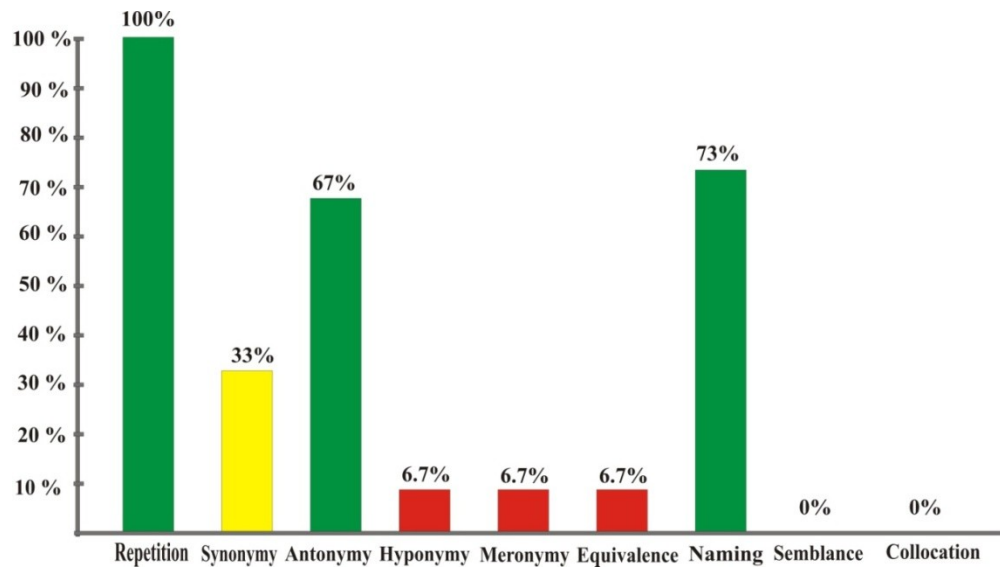
No	Name	Collocation	Note
1	NK	-	Could not find Collocation
2	FF	-	Could not find Collocation
3	NH	-	Could not find Collocation
4	N	-	Could not find Collocation
5	PRC	-	Could not find Collocation
6	NKM	-	Could not find Collocation
7	RS	-	Could not find Collocation
8	FPR	-	Could not find Collocation

9	RT	-	Could not find Collocation
10	RSG	-	Could not find Collocation
11	RN	-	Could not find Collocation
12	FQ	-	Could not find Collocation
13	NL	-	Could not find Collocation
14	R	-	Could not find Collocation
15	RSU	-	Could not find Collocation

Based on the student's performance in analyzing collocation, all of participant could not find collocation in the story. There are two collocation in the story but there no students who can find it.

C. Interpretation

From the result of students' lexical cohesion performance above, all of the students know the definition of lexical cohesion although there are same student has a same answer. Beside that, the writer find that all of the students cannot mention the nine types of lexical cohesion. Moreover when some students mention substitution as the types of lexical cohesion. To make every reader easy to understand about result above the writer divide into nine part of the types of lexical cohesion understanding in a chart.



Based on the students performance in analyzing the types of lexical cohesion, the writer find the result of this research. In repetition, 100% the students can find the repetition, but only two students can find more than 50% from all of the repetition in the story. In the synonymy performance, only 33% from the participants who find the synonymy in the story. There are some students who wrote that the word ‘Brought’ is the synonymy from the word ‘Bring’. In the antonymy performance, 67% participants could find the antonymy from the story. The good performance in analyzing of antonymy only four from the six of antonyms.

In the students’ performance in analyzing hyponymy, meronymy and equivalence, only 6.7% participants who find hyponymy, meronymy and equivalence in the story. From this result most of the students are very low on understanding about this. Based on the student’s performance in analyzing naming, 73% of participants can find naming in the story. There are two naming in the story but there are four students who cannot find naming. Based

on the student's performance in analyzing semblance and collocation, all of participant could not find semblance and collocation in the story. This result show that the students need more learn about semblance and collocation.

D. Limitations

This research is about lexical cohesion performance in narrative text. the participants of this research are the sixth semester of English Education students of the State Islamic College Jurai Siwo Metro. Where the participants analyze the nine types of lexical cohesion. The nine types of lexical cohesion are, repetition, synonymy, antonymy, hyponymy, meronymy, equivalence, naming, semblance and collocation. This research is conducted in June 10, 2015. The result of this research is determined by this research. It means that it can be change by different time, participant and also researcher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on this research, most of the students did not understand about some types of lexical. It can be seen in result of students performance. From the types of lexical cohesion, most of students only find less than 50% from every its types. Moreover in analyzing of semblance and collocation, all of the participant could not find the semblance and collocation on this story. From this result, the students need learn more about lexical cohesion because the students are very low in Synonym, Hyponym, Meronym, Equivalence, Semblance and Collocation.

This research can be conclude that the students need learn more lexical cohesion, especially in understanding Synonym, Hyponym, Meronym, Equivalence, Semblance and Collocation. Hence, the students can not be said that they have a good skill in analyzing lexical cohesion because most of the student have low understanding about it.

B. Suggestions

After the writer had done the research and refer to the data in previous chapter, the writer would like to give some suggestions for :

1. The lecturer need more to understand about the students' difficulties when they are learning the types of lexical cohesion.

2. From the result of the research, the participants is suggested to enlarge the vocabulary mastery and learn more about understanding the types of lexical cohesion.
3. For the further writer who wants to conduct the related research should be mostly intensive.

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CURRICULUM VITAE



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